

Work sample: Sequencing a story – *Carla's Crocodile Adventures*

Relevant part of the achievement standard

By the end of Year 2 students listen to, read and view a range of spoken, written and multimodal texts, recalling details and some main ideas and key facts. They begin to compare the content and purposes of different texts on similar topics. They locate literal information in written texts, and refer to features of language and images to make inferences about characters' actions and motivations. They discuss possible meanings in narratives, and predict likely future events. They sustain interest in characters and events in imaginative texts, seek books by favourite authors and give reasons for personal preferences. They relate information, ideas and events in texts to their own lives and to other texts. They locate information on a variety of topics in texts with some complex language, ideas, images and vocabulary. They read aloud fluently and expressively, monitoring meaning and self-correcting using context, prior knowledge, grammar and phonic knowledge.

Students create imaginative, informative and persuasive written, spoken and multimodal texts for different purposes and audiences, drawing on their own experiences, their imagination and ideas they have learned. They create texts that appropriately include writing and images to support the meaning of the text. They organise texts in predictable ways using a small range of text and sentence structures. They use common punctuation accurately, including sentence boundary punctuation. They use sound-letter correspondence to help spell words correctly in their writing. They use everyday language and topic specific vocabulary to discuss ideas about areas of interest with peers. They engage effectively in group and class discussions, and ask questions to clarify and extend others' ideas. They talk about their opinions on topics of interest, providing some supporting evidence for their points of view. They discuss how to interact appropriately with audiences in the classroom and other familiar contexts.

Summary of task

Students were asked to read a story and then provide a written retell, including a pictorial representation. They were asked to identify:

- the characters and setting
- the problem (conflict)
- two other events from the story
- the climax
- the resolution.

Student attainment of the achievement standard is determined at the end of a reporting period after reviewing relevant assessment evidence.

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SUMMARISER

Text: Carla's Crocodile's Adventure

Author: _____

Retell the main events of the story

 <p>Beginning (characters, setting) Carla Crocodile was going into town to buy a new dress.</p>	 <p>Event 1 (problem, conflict) Then a woman cried because a thief had her bag.</p>	 <p>Event 2 The thief held the woman's bag, so Carla followed the thief.</p>
 <p>Event 3 Then the thief went to the bridge so Carla followed the dingo the thief.</p>	 <p>Climax (problem is solved) The police officer came to help the thief up.</p>	 <p>Resolution (what does the main character do?) Carla followed the thief everywhere to get the bag.</p>

Annotations

Retells six key events in correct sequence and supports texts with appropriate drawings.

Uses appropriate structure when retelling events as suggested in prompts, for example beginning, problem.

Identifies the main characters and their actions.

Uses correct sentence punctuation and capital letters for proper nouns.

Demonstrates an understanding that simple connections can be made by using compound sentences, for example use of the word 'so'.

Constructs a variety of sentences correctly.

Uses unjoined upper-case and lower-case letters.

Annotation summary

This work sample demonstrates understanding of the typical structure of a narrative text. It provides evidence of how the student, prompted by the teacher's scaffolding, has been able to identify the characters and beginning, conflict, climax and resolution. The student has spelt most high frequency sight words, words with long vowel sounds and words with initial blends correctly. The student is also able to apply rules to signify past tense for some words (for example 'cried').

Acknowledgement:

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